

Patient Volcanos

Kindergarten

Undesirable Behavior: Interrupting or speaking when the teacher is speaking during whole group instruction (group time). It keeps other students from hearing the story, directions, or other information the teacher is trying to convey.

Expected Behavior: React Kindly

1. actively listen to others
2. raise your hand if there is something you want to say
3. wait to be called on

Positive Reinforcements: Mentos Earning

During morning group, when the class demonstrates the expected behavior of “react kindly” we will get to add a mentos to the AM jar. This process will be repeated for the afternoon and we will work to fill the PM jar. Students must work together to remind themselves of what they need to do during group to earn the mentos together.

Interactive Learning Activity: Mentos Volcanos – what do reactions look like?

Start with the reading and discussion of “My Mouth is a Volcano” by Julia Cook. Discuss how interruptions are not a kind behavior and talk about what it means to react kindly.

TEKS: ELAR (A) listen actively and ask questions to understand information and answer questions using multi-word responses.

The next day, begin noticing and acknowledging when students are acting kind on the group rug. Each day, a different student will get to place the mentos in a jar. This gives them ownership and a desire to encourage their peers to react kindly. After 1 month, all the mentos will have been collected/ earned by the students by following the expected behavior of “React Kindly”. We will also take time to count and compare the amount in each jar while having a discussion about AM vs PM groups.

TEKS: Math (C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.

(G) compare sets of objects up to at least 20 in each set using comparative language.

TEKS: ELAR (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

We will then conduct a class wide experiment using soda and their mentos. They will be comparing and contrasting the ‘eruptions’ from the AM soda and the PM soda. Students will write the predictions for their volcanos (if it will be big or small, if AM or PM will be bigger, what it will look like).

TEKS: Science (2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

- (C) collect data and make observations using simple tools;
- (D) record and organize data and observations using pictures, numbers, and words; and
- (E) communicate observations about simple descriptive investigations.

Purpose and Power of the Plan:

This plan has been set in motion because group times are becoming increasingly less fruitful. Book readings, discussions, and following activities have become difficult due to the amount of interruptions. This plan works to reinforce the idea that when someone is speaking, we need to wait for them to finish before sharing our ideas. Handing out mentos when a group time has been successful shows students what a group time should look like. Also, giving a specific student a job of being the “kindness reminder” helps them take ownership of group time and really want to practice what ‘reacting kindly’ means.

Materials:

- 2 jars/bottles labelled AM and PM
- 2 bottles of soda
- At least, 40 mentos (2 a day for 4 weeks)
- Goggles (enough for each child)
- Outdoor Space
- Camera (record reactions)
- Unifix cubes or rules (class set)
- Observation Sheet (26 copies)